Please sign in on register

IMPROVING GENDER BALANCE AND EQUALITIES (IGBE)

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Leading Gender Equality in Education: Using the Improving Gender Balance Self-evaluation Framework

Session 2: Addressing Gender Stereotypes

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IMPROVING GENDER BALANCE & EQUALITIES

Outline of today's session:

- Welcome, protocols, group agreement

- Break out rooms - Gap Task discussion

- Section 2 - Addressing Gender Stereotypes

- Challenge Qs and GAP task

- Reminders and Questions

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Safer space

We use binary examples but gender is not binary

Be aware of intersecting barriers

Support and sensitivity

Non-judgemental

Protocols

Please turn OFF your microphone when you are not speaking- this will prevent any background noise interference.

We'll be pausing after every few slides to see if there are questions. If there are, feel free to write SPEAK in the chat pane and I will pick up on your question, or ask the question directly into the chat pane at any point and we'll swing back to it.

You can also use the chat pane to post a resource link or to make a comment for others in the meeting to see.

If you lose connection, please don't panic just come back in following the link you received.

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Group agreement

- **Working together**
- **Learning from, with and on behalf of each other**
- **Awareness of different levels of knowledge /experience within the group**
- **Respect for all (including respecting pronouns)**
- **Be open, honest and non-judgemental**
- **Safe space**
- **Supportive**
- **Challenge respectfully**

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Session 1 Gap Task Options

- **Look at some data and disaggregate by gender (1A)**

- **Carry out further relevant professional learning (1B)**

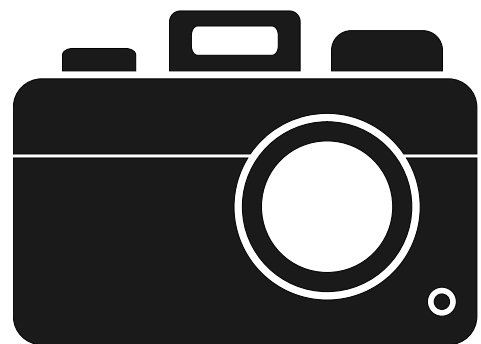- **A review of one of your policies through an equalities lens (1C)**

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Gap Task Discussion

Starting with the person who lives furthest North discuss:

What gap task did you choose to undertake?

How did you carry this out?

What were your findings?

Please switch on cameras & mics!!

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The Framework

Leadership of Establishment
1A. Self-evaluation
1B. Professional Learning
1C. Whole Setting Approach

Addressing Gender Stereotypes
2A. Environment and Ethos
2B. Activities and Exploration
2C. Challenging Incidents

Learning and Teaching
3A. Expectations and Assumptions
3B. Classroom Practice

Skills and Pathways
4A. Curriculum and Skills
4B. Career Education
4C. Choice

Family and Community Learning
5A. Meaningful Involvement
5B. Communication
5C. Supporting Wider Change

# Section 2: Addressing Gender Stereotypes

2A Environment and Ethos

Key themes:
- Consideration given to all aspects of the physical environment to ensure no inadvertent reinforcement of gender stereotypes
- Teaching resources are inclusive and diverse
- Necessary explicit and implicit instances of gender segregation are carefully considered
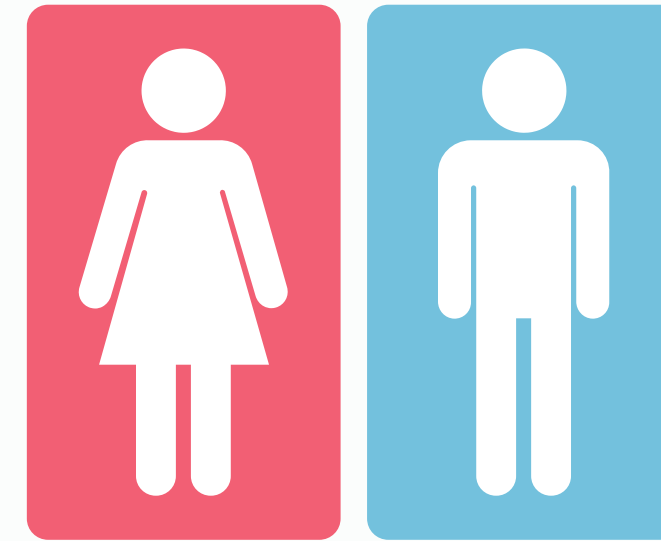- Learners have a strong voice in considering the learning environment

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Things to be aware of

Seating plans
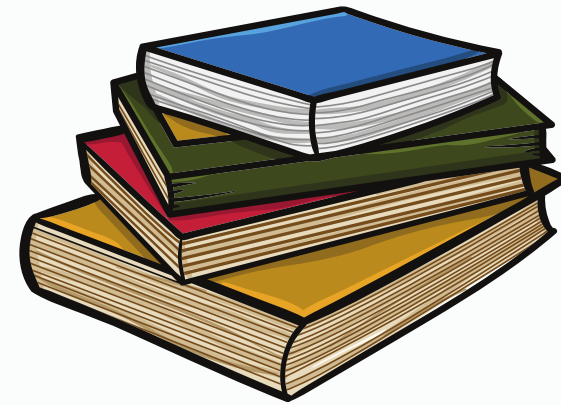
Textbooks/ worksheets

Toilets/changing rooms

Images/posters

Practical tasks

Language

Errands

Individual Reflection

Is the environment within my setting inclusive and diverse?

- Are all areas of the environment accessible to all, inclusive to all and challenging of stereotypes?
- Can all learners relate to teaching resources used?
- Has the environment had any element of co-creation with the learners?

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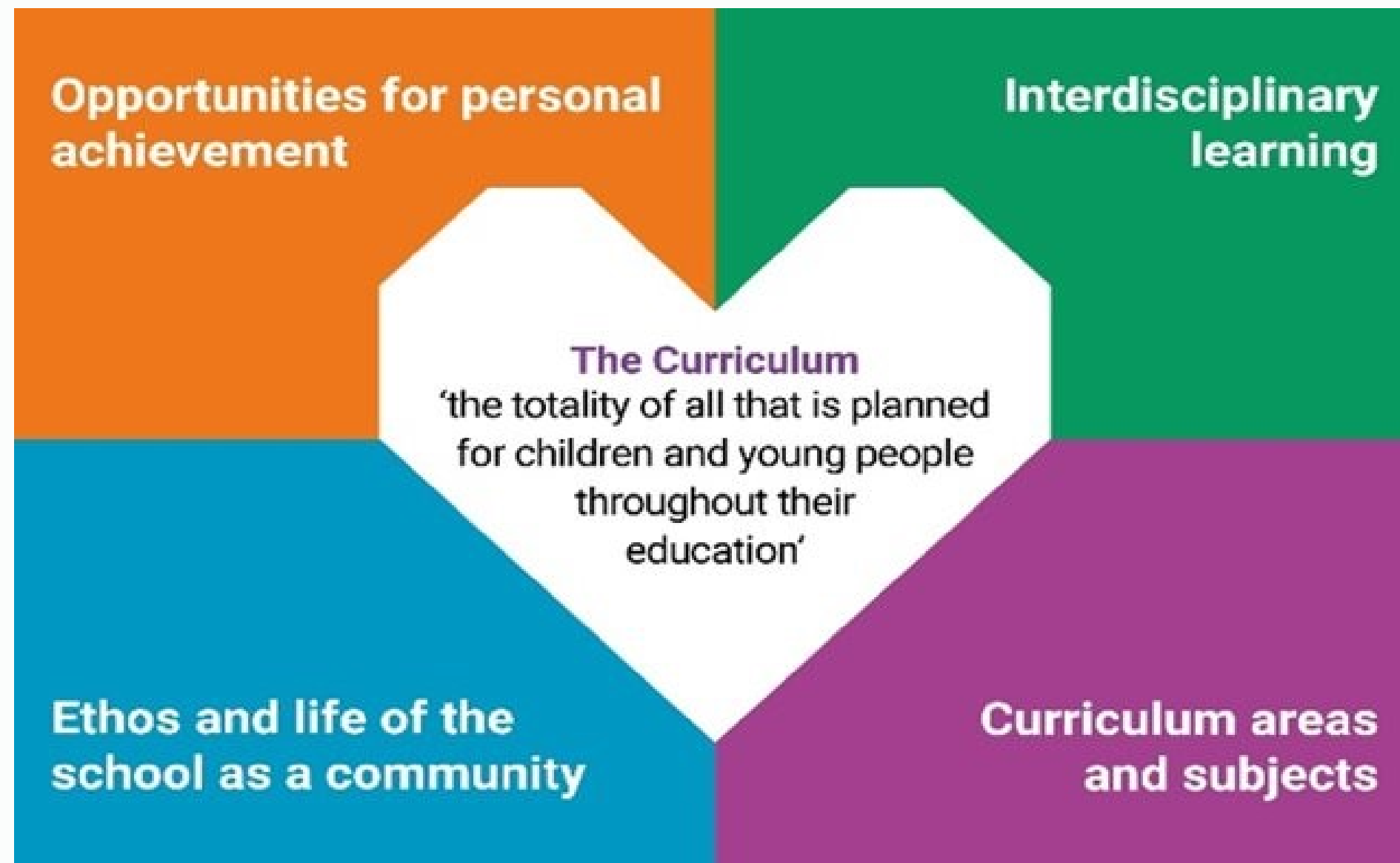
Section 2: Addressing Gender Stereotypes

2B Activities and Exploration

Key themes:
- Learners are given multiple opportunities to gain understanding of gender roles and expectations and gain confidence to challenge stereotypes
- Stereotypical imagery, storylines etc in resources are used as teaching points
- Stereotypes applying to boys/men as well as to girls/women are discussed and understood

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Discussion & Jamboard Activity

- Where does learning about gender occur within the curriculum?
- What opportunities are we missing?

Section 2: Addressing Gender Stereotypes

2C Challenging Incidents

Key themes:
- Practitioners have awareness of gendered language and tendency to use male by default where gender is unknown
- Practitioners understand the importance of tackling everyday sexist language and comments, and act upon these
- Learners and practitioners have the confidence to challenge stereotypical language or sexist behaviour
- Learners and practitioners understand the link between gender stereotypical assumptions and prejudice experienced by LGBTI+ young people

Allport's scale

Societal inequality

mass discrimination, violence, economic and political inequality

Harmful behaviours

violence (physical and non-physical), individual hate crimes

Discrimination

denying services, jobs, rights to person from 'out-group'

Avoidance

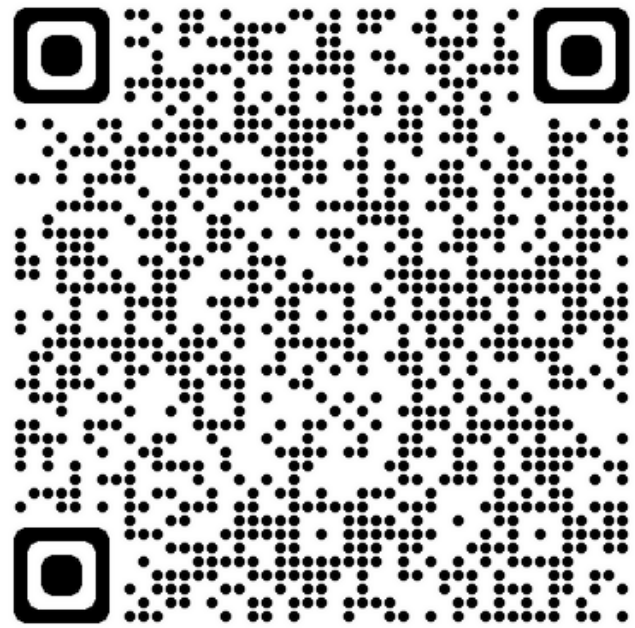avoiding interaction with 'out-group' or group stereotypes held about

Antilocution

stereotypes, bias, everyday sexist language

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Discussion & Scenarios Activity

- What would/should be the initial response?
- What support is needed for all those involved?
- Does your setting have procedures for challenging incidents?
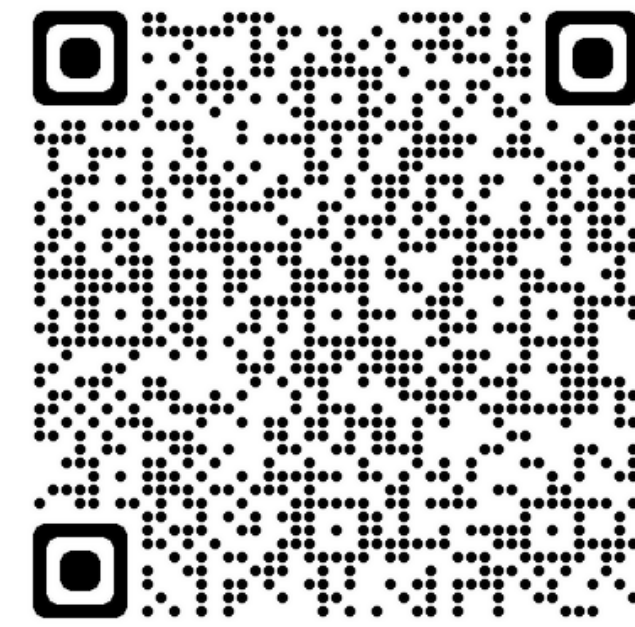- What interventions could be put in place to avoid these types of situations arising?
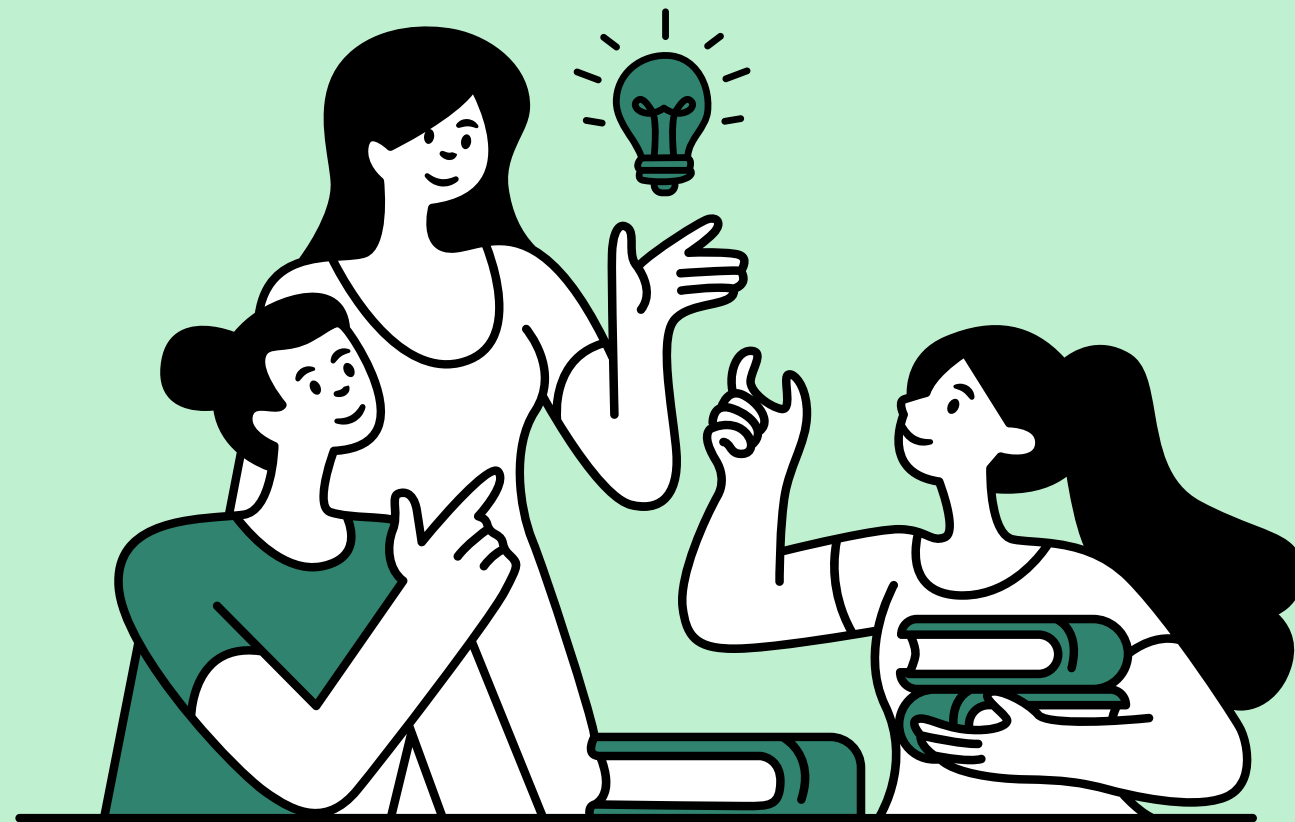
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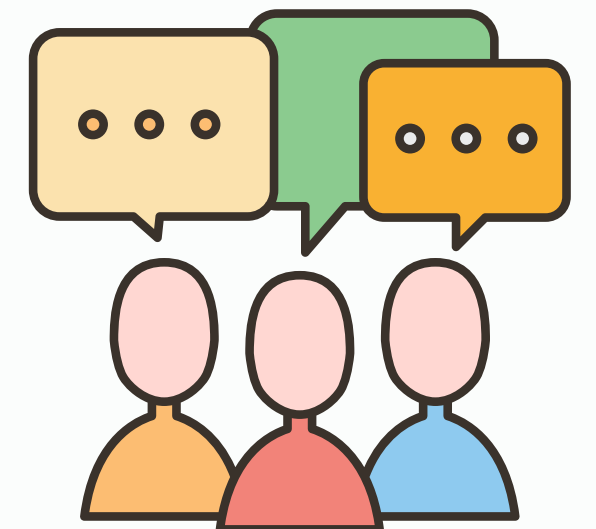
Jamboard discussion

ELC

Primary

Secondary

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Session 2 Gap Task Options

- **Environmental audit (2A)**

- **Try an activity/lesson with learners (2B)**

- **Find out how sexist incidents are recorded, monitored and resolved in your setting (2C)**

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Section 2: Challenge Questions

- **What assumptions is the environment (unintentionally) making about gender?**
- **How well do we ensure consistency in the messages about gender stereotypes?**
- **How are implicit beliefs surfaced so they can be explored?**
- **How effective are protocols for responding to sexist language and behaviour?**

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Next session: Session 3
Learning and teaching

Wed 23rd November 16:00 - 17:30

Other dates as reminder:

Thurs 15th December

Mon 16th January

Mon 23rd January (optional session)

All 16:00 - 17:30

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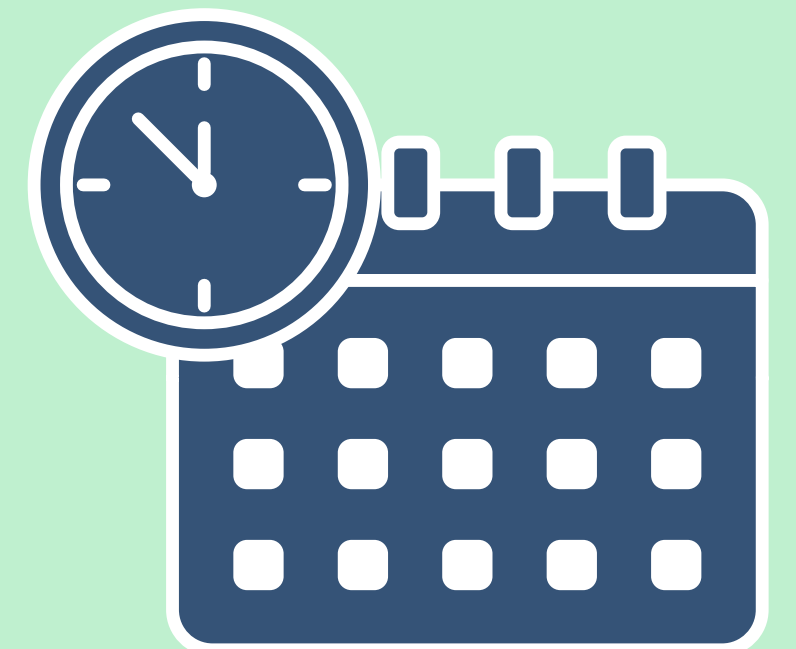
QUESTIONS AND DISCUSSION

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THANK YOU

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